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Musket

Vol. XXXI, No. 1 Lexington High School, Lexington, Mass. September 4, 1997

DAVID LIU PHOTO

FULL EXPERIENCE - *Juniors Richard Hsieh and Brian Ferullo (l -r) are strategically dressed to enjoy a game of chess. Students can sign up to join the Chess Club and other activities at the Activities Fair to be held on Sept. 12 in the Senior Quad.*

New schedule solutions maintain day, year length

By Kurt Kastorf

To ease the transition to a 990 hour schedule, Lexington High School plans to broaden the range of activities that earn course credit. Students will be able to consider independent research projects and many academic extracurricular activities as instruction time. The program, which administrators hope to have running for the 1997-98 school year, would allow sophomores to count up to 50 hours of extracurricular activities as course time. Juniors and seniors could count up to 70 hours.

Since the 990 hours bill was passed in 1995, the school has been working out a program to meet the requirement. The school has already mandated that all students must take 28 credits a year, six credits more than the previous minimum. Even with a 28-credit schedule, students will still only receive 875 hours of instruction. The school therefore devised its new program, the Personal Learning Plan, to provide the other 115 hours. The plan will count required independent research projects such as the freshman outside reading project, the sophomore biology project, and the junior U.S. history report toward the 990 hours.

"Instead of just seeing a list of grades, colleges can learn more about your high school experience."

-Principal Philip Lanoue

Besides completing their research projects, sophomores, juniors, and seniors must take another 50 - 70 hours of selected activities. The high school has not yet published a list of all the activities that will count for credit. The document, "Implementation of the 990 Plan," outlines the criteria necessary for activities to count for credit. They must "be connected to the curriculum, meet on a regularly scheduled basis, include goals and outcomes, include criteria for assessment, [and] be recorded and submitted as part of the system grade report." The completed list will likely include most performance - related events, and academic clubs.

Principal Philip Lanoue hopes the program will increase participation in activities. "While other school systems are meeting the requirement by lengthening the school day and cutting down on passing time, we're trying to do something more creative," he said. "Students who participate in extracurricular activities should be rewarded for their hard work, and others should be encouraged to participate as well."

To get the program running, students will fill out forms listing the activities they plan to participate in. The school will record those activities and independent research projects as class credit. The administration also hopes to have information about each student's Personalized Learning Plan appear on the back of his high school transcript. The data sheet will include the student's thesis for each independent project he/she completed, and information about the student's extracurricular activities. Lanoue believes the data sheets will be highly advantageous in applying for colleges. "Instead of just seeing a list of grades, colleges can learn more about your high school experience. Having a record of the activities you participated in really makes you stand out from the other candidates applying," he said.

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"Tsk tsk!" says junior Ken Weinstein about seemingly random open campus policy changes. *Page 3*

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METCO Funding Woes Cut Services

By Evan Harris

Due to an already tight budget and a 64% price increase in the program's transportation contract, the Lexington METCO program is faced with a $68,000 deficit in the coming year.

For the tenth consecutive year, Massachusetts has provided level funding for METCO. Contrary to the common misconception that funding has been reduced, level funding has maintained the previous year's budget - or in this case, the budget of 1987 - despite the fact that program expenses continue to rise. Since the program's transportation contract could not be renegotiated, reductions in program services are the only viable alternative.

To manage the need to reduce overall program expenses by $68,000, this year's METCO program will suffer in two major ways, according to Cheryl Prescott-Walden, the coordinator of Lexington's METCO program. The first change affects the transportation of students. The number of buses used to transport Lexington METCO students to and from Boston will be reduced from seven to six. In addition, the number of stops the high school bus makes in Boston will be reduced from eleven or twelve stops to four. Because of these changes, students will face overcrowded buses, have to board buses in Boston at a much earlier hour, and have to walk further to their bus stops.

The other change will be a reduction in the services provided by special METCO tutors. Some METCO students require special tutoring. These students will still have access to the state funded tutoring, but the frequency of the sessions will be reduced. Prescott-Walden noted that "the reduced number of tutoring hours will make it more difficult for [some] student[s] to compete."

Prescott-Walden considers grass roots activism on the part of Lexington and Boston students and parents to be the only means of increasing the METCO budget and insuring the program's long term viability: "We are encouraging parents and students to call legislators, write legislators, to lobby, and to get politically active around this program. The more the legislative body hears from the consumers of the program, the more likely they are to understand the effects of what they have been doing for the last ten years." Prescott-Walden added that currently the state funding of choice schools and charter schools is more in-vogue, and that it will take a great deal of political noise to achieve the necessary funding for the METCO program in future years.

State Rep. Jay Kaufman, a Lexington resident, finds the level funding of METCO "offensive" and has "fought for the last two budget cycles to increase METCO funding." The House did in fact vote to increase funding, but the action was squelched in the state Senate.

Kaufman said, "It seems the Senate President feels strongly that all new funding should go to poorer communities and that increasing METCO funding provides support to more affluent communities." Kaufman noted that he has received calls from local residents and education professionals and urged others to show their support for the program through him and to our state senators.

"What it will mean if level funding continues over time is that Lexington will need to decide how the METCO program is going to function or if there will be a METCO program. Year after year of level funding will eventually strangle the program," warned Prescott-Walden.

MUSKET FILE PHOTO

WAKE UP CALL- Even after rising early to catch her bus, senior Genie Richardson is still cheerful enough to say hi.

MUSKET PHOTO / BRENT MURAKAMI

FACING THE MUSIC - Junior Garrett Blair coaxes senior Becca Pressman out of the woods and into the comforting light of the first day of school.

Don't wait for spring to fall for the fall musical

By Jason LeeKeenan

Just prior to the end of school last June, the Lexington High School Fine Arts Department chose Stephen Sondheim's *Into the Woods* to be this year's school musical. Unlike the productions of the recent past, the musical will be produced for the fall, not the spring.

Adapted from a book by James Lapine, *Into the Woods* is a musical comedy based on fairy tales. The plot revolves around the escapades of a childless couple and a bunch of fairy tale characters. In order to lift a curse which prevents them from having children, a baker and his wife must retrieve items from Little Red Riding Hood, Cinderella, Rapunzel, and Jack. In the second act, the audience sees that living "happily ever after" isn't as simple as it seems, when the characters must take responsibility for their actions. Famous fairy tale characters who appear in the musical include Cinderella, Cinderella's stepmother and stepsisters, Jack, the Giant, Little Red Riding Hood, Grandmother, the Wolf, Rapunzel, Snow White, Sleeping Beauty, and the Witch.

Auditions for the musical will take place in September, shortly after school begins. The performances are slated for the week in November prior to Thanksgiving. Although *Into the Woods* will be performed in the fall, it will hopefully share the same success as the recent spring musicals, such as *Hair, West Side Story*, and *Animal Crackers*. Any questions about auditions should be directed to drama teacher Steven Bogart, band teacher Jeff Leonard, or chorus teacher Brian O'Connell.

Summer jobs just for slobs?

By Jason LeeKeenan and Sarah Park

Paper or plastic? Plastic or paper? While most students spent the sultry days contemplating this and many other pressing world issues, several seniors were able to find a way to earn paper money to pay for their plastic credit cards and desires. You can learn a lot from observing how these slick seniors got their summer jobs.

1. *Get someone else to find you a job.* Senior Melanie Figueiredo heard about her job through a friend. Figueiredo "like[s]" her job. Maybe this is because she not only gets free bread, but gets a free lesson in the dynamics and psychology of consumer economics too. While carving out those slabs of free bread at Great Harvest Bread Company, Figueiredo began to notice that many customers were "suspicious about taking the [free] bread. They thought we were trying to trick them or something." Initially, Figueiredo herself was not sure of the owners' motives. But now she feels that there is nothing devious behind the offering: "They are just nice."

Figueiredo noted that many customers have gotten used to taking the free bread. You should note that the customers' change of hearts had nothing to do with the fact that Figueiredo wields a hefty knife that could slash open your rib cage.

Senior Amie Shei got her job through covert connections. For those of you who have not been pumping up your vocabulary in anticipation of hefty standardized tests, covert means "my mom works there." While working at the Genome Therapuetics Corporation in Waltham this summer, Shei ran scientific projects such as polymerase chain reactions, extraction and purification of DNA, and preparation of plasmid DNA. Shei also worked with gels which are like boogers, only better. To sum up her experience, Shei remarked, "Gels are cool."

2. *Work without expecting pecuniary compensation.* Seniors Herbert Chen and Kevin Chen (no relation) volunteered at Massachusetts General Hospital, with Kevin working in radiology and Herbert working in biomedical engineering.

Part of Kevin's job included setting up film for the radiologists. "I get a nice tan from the x-ray machines," Kevin bragged. Though it was not one of his ennumerated duties, Kevin liked to spend much of his time protecting the injured young. He wouldn't let anyone talk dirty about or around his patients. Maybe this young man has turned to a new page in life, a page free of potty-mouthing and mean thoughts. Maybe. While gazing at his bronzed features in a mirror perched next to him, our young hero sweetly remarked, "I don't get paid for this [volunteering work], punk!" Thank you for that clarification, Kevin.

Although Herb didn't get a tan at MGH, he was allowed to test and repair hospital equipment. Both Herb and Kevin were quite successful at their assignments, although Herb admits to dropping a volumetric infusion pump. "I'm just clumsy," Herb reluctantly confessed. Despite continuous advancements in biomedical engineering, Herb found himself with much free time, and thus spent many of his hours completing his summer reading. "'Winnie the Pooh' was the cutest book I've ever read," Herb concluded. "It's just plain cute."

"I've cut more bagels [with a knife] than you've ever seen."

- Senior John D'Amore

3. *Work in the same place as you did during the school year.* Senior John D'Amore had no problem getting a summer job because he was basically born with a knife in his hand. D'Amore has worked for Brueger's Bagels for over two years. Surprisingly, D'Amore has not become sick of bagels since his start at Brueger's. His only comment: "I've sliced more ba-gels [with a knife] than you've ever seen."

4. *Don't work.* Senior James Shi did not enjoy his experience working. Maybe this is because he could not reconcile the oxymoronic relationship between a summer which equates to having no fun and lots of responsibilities, and a job which entails free romping and free bread.

For part of the summer, Shi worked at IDILL Education, an educational software store. However, Shi soon became bored with his job when he discovered he was merely an "office baby-sitter." Soon after quitting, Shi concluded, "I'd rather sleep until eleven everyday."

When asked what the acronym IDILL meant, Shi responded, "I never did find out what it stood for." We could never speculate that Shi is an idle person, but you could speculate that the owners of IDILL Education never bothered to study vocabulary or spelling and therefore could not spell idle.

Town allows sale of gelid treats

By Amie Shei

To the delight of frozen dessert fans, the town board of selectmen voted to lift a 20-year ban on the operation of ice cream trucks in town on June 30. This decision was valid for this summer only. The permit was granted to UMass-Lowell junior Dylan Archambault and Trinity College sophomore Peter Marino. In securing the permit, the two agreed to restrict their business to specified town recreation areas.

The truck operated 7 days a week: 11 am to 9 pm weekdays, noon to 9 pm weekends. Business revolved around the town pool, Lincoln Field, and Worthen Road and Clarke Street fields and playgrounds. Archambault and Marino agreed not to conduct business in residential areas in order to circumvent the problems which the original ban was designed to control: noise, traffic, and safety concerns, like the dangers of children running out into streets. They succeeded in their bid for the permit by addressing the crucial safety concerns. Marino is certified in first aid and has served as a lifeguard at the town pool. Archambault is currently enrolled in a CPR course. In addition to their safety background, both agreed to wear gloves as well as hair nets or caps at all times.

There has already been some negative feedback surrounding the ice cream trucks. 1997 LHS graduate Ellen Humphrey said of the trucks, "They're very annoying. They take up several parking spaces at the town pool and the line of children trails off into other spaces." Also, some feel that the truck's presence at the Tuesday evening town band concerts lured customers from the lemonade stand, whose profits went toward the LHS band fund.

Overall, however, the addition of ice cream trucks to town recreation areas has proven to be a positive novelty for young and old alike. For young children, this is often one of their first exposures to business transactions. For older members of the community, the trucks bring back their own childhood memories of summer time. Senior Herb Chen remarked that, "[t]he ice cream trucks give Lexington a more friendly edge." Fellow senior Jason LeeKeenan agreed and said: "I don't think the trucks are imposing at all. I've seen them on the road several times, and they have kept their word of limiting sales to specified recreation areas." In addition, half of one percent of all revenue will be donated to the town's Recreation department.

MUSKET PHOTO / DAVE LEE

Senior John D'Amore (r) ponders Jason LeeKeenan's inability to appreciate the beauty of bagel slicing.

Musket

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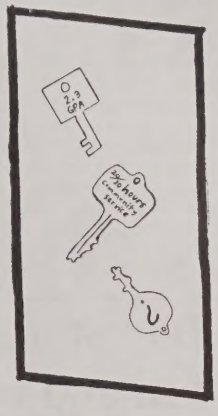
Closed Minds Determine Open Campus Requirements

Treat adolescents like children, and they will fulfill your expectations. Treat adolescents like responsible adults, and a pleasant surprise may be in store. It has taken decades of trial and error, rebellion, and self-help books for parents to come to accept these adages as gospel. It seems Lexington High School, despite endless experience in dealing with generation after generation of students, still believes in a punishment dating back to the time of Wally and the Beav. The first response to many offenses is "grounding", regardless of the appropriateness or relevance to the crime.

The administration uses open campus as parents might use the possibility of dessert after dinner: as incentive for performing any number of desired tasks. Slowly, behind the scenes, the open campus policy has gradually become more restrictive. The most recent change is a seemingly random hike in the required GPA from 2.0 to 2.3. Does this mean the "acceptable" grade has now changed from C to C+? It is unclear why students in the range of 2.0 - 2.3 should be deprived of open campus and, especially, why study halls should be the punishment.

It is highly unlikely the required study halls during what once were free blocks do anything to raise GPA; if the administration is truly concerned about these students, perhaps required tutoring sessions are in order. When a study hall has the stigma of being a punishment, it is unlikely much work will be done. Much as a grounded adolescent will inevitably do his or her best to make life miserable for others stuck in the "jail" house, one stuck in study hall is likely to become disruptive and distracting to those innocent sophomores eager to maintain their own GPAs.



SARAH PARK ILLUSTRATION

It seems logical that a child should only be deprived of dessert for a crime involving food, perhaps sneaking in a cookie between meals. Then why not deprive students of open campus only for related infringements? Much of the open campus policy at LHS is logical and sensible. Appropriately enough, open campus may be revoked for any of several offenses involving off- campus activity. Unexcused absences and deviant behavior while off-campus are rightfully punished by loss of open-campus privileges. So why should community service be thrown into the mix? For those students who fail to perform the required forty hours, failing to graduate from high school should be punishment enough.

The administration has been persistent in linking two entirely unconnected aspects of life at LHS. In fact, depriving students of open campus denies them the opportunity to perform community service during their free blocks. It would not be difficult, for instance, to volunteer at the Lexington Senior Center during a double lunch block. Instead of being placed in a study hall, students would have a chance to leave campus and reach the community service requirement at the same time.

The problems of having a low GPA and lacking community service hours are not alleviated by depriving a student of open campus. Instead of punishing students who fall below the standard, LHS should help them. A child who uses bad words or harms a sibling learns nothing from going to bed without dinner except fear of his or her parents. A student whose open- campus privileges are withheld for unrelated reasons learns only to disobey and disrespect the administration.

- Ken Weinstein

In search of "Cultural Diversity"

Upon his arrival at Lexington High School, principal Philip Lanoue regularly mentioned "cultural diversity" as one of his goals for the school. This term, "cultural diversity," like all clichés, has lost its intended and proper meaning. It has been the student body's assumption that the principal and administration seek to enhance an awareness of the students' individual cultural backgrounds. This assumption comes from the administration's ostensibly close ties to well-attended activities such as last year's Asian Forum and 1995's Cultural Diversity Day. Both principal-blessed events essentially put cultures on display.

One fairly unknown publication, "School Improvement Plan for 1996-1997," explains what the administration seeks to do with "[d]iversity [: i]mprove relationships among our diverse populations, enrich the curricula, and promote responsible and respectful behavior toward one another." While promulgating the "Plan" could have been a step towards clarifying Lanoue's diversity agenda, it seems that students were not the intended audience. The pamphlet was mailed to parents.

The administration's mission statement will take longer to reach the student if a middleman, the parent, is involved. The administration has, possibly intentionally, not made these goals clear to the students. While many students realize that some sort of effort is being made concerning cultural diversity, what that effort is eludes most students. When asked what the school has done to address this issue, most will recall sitting through meaningless assemblies. The lack of communication between administration and student with respect to this issue has produced a very undirected, uncomfortable, and seemingly unprofitable effort.

At private high schools and colleges, the term "cultural diversity" refers to racial diversity. To satisfy Affirm-ative Action and to create an inclusive image, private universities are obligated to recruit prospective American students of various racial categories. Recruitment is not a problem a public high school like LHS faces. There is no apparent admission qualification save residence in Lex-ington, and thus no pressure to diversify for the sake of numbers or image. By this definition of "cultural diversity," the administration has seemingly forgotten that the institution it works for is entirely public.

Students within the Lexington system are aware of private schools' motives and uses for racial diversity. Realizing that this diversity in admissions is inapplicable to LHS, the students perceive the administration's aspirations of a culturally diverse community as futile and simply silly. As junior Derek Etkin said, "What does cultural diversity mean in our school? What does it do? What can 'diversity' do to a town whose population is always going to be mostly white?"

Because, in the eyes of the students, the term lacks a precise definition, it is subject to mockery and apathy. Playing up cultural diversity by featuring assemblies on the matter without leaving a lasting impression of the term's significance supports the sentiment that the administration is out of touch with the student body. It is almost an insult to expect anyone to take an issue to heart simply because he was mildly entertained for a few hours during an assembly. Even a day devoted to cultural diversity is not enough. If the administration truly wants students to attain a life-long appreciation of people's differences, it should be realistic. Marriages based on one-night stands rarely last.

The administration has also widened the cultural diversity divide between students and staff. Every professional day, after the students enjoy their early dismissal, the entire teaching and administrative staff meets to participate in what seems to be a program related to diversity. From what the students have gathered, it is taught by hired professionals and intends to make our staff more sensitive to students' cultural backgrounds. Once again, the administration has failed to communicate, leaving students in the dark.

Very simply, the problem is communication. Ambiguity, secrecy, and mismanagement have all hurt communication. While teachers and parents were informed about the administration's plan to make students act a certain way, the students' involvement was limited to sitting through assemblies. Racial unity is a good thing by almost anyone's standards. But the administration can't seem to comprehend that students also appreciate harmony. To answer the trite question, "Why can't we all just get along?" maybe the administration should simply include students as part of "we."

- Oliver Sellers-Garcia

New scheduling process brings peace of mind

PERSPECTIVE

In my opinion, the new scheduling process was a brilliant success. For the past three years, I have returned from my summer engagements to be greeted by a seemingly innocuous white envelope with the Lexington High School Minuteman emblem printed in the corner. "We were unable to schedule the classes that you requested," it read. What it really meant was: "You have to come to school about three weeks early and we will attempt to schedule you into some of your classes, but we aren't guaranteeing anything since most of your choices have been filled up while you were away." I would then wrestle myself away from my restful summer oblivion and deal with numerous counselors scolding me on my choices of classes and declaring that I was "impossible to schedule." They would then throw me the master book of classes and order me to sit in a corner as I scheduled myself and found a combination of classes that worked.

For the first few days of school, I would trek around with a worthless schedule with subjects such as "American Literature" and "Biology" blaringly missing as administrative heads signed the paperwork for my entry into "filled" classes. Finally, three and a half weeks after my initial venture into the scheduling quagmire, I would get a working schedule with classes and teachers I wanted.

Scheduling was a bureaucratic nightmare.

Scheduling was a bureaucratic nightmare.

This year, I actually got a working schedule before I went away for the summer. I cannot describe the gratitude I feel towards the counselors and administration because of this brilliant revelation one of them must have had. This year, the seemingly innocuous letter came out in May, allowing for time to schedule classes before we got out in June. Those of us with the "impossible" schedules were hoarded into the "Arena" (which oddly seems to conjure up images of Romans swathed in togas spearing lions: perhaps a change of title would be in order) during specified hours. I had heard of the long lines that quickly filled the Arena the day before, so I arrived, letter in tow, ten minutes early. I was handed a card with a "3" on it. Within fifteen minutes, the secretary had run out of cards and had reached some ridiculous number like "103". Students had not only run out of space within E Caf but had stretched to outside the building.

For the first time ever, [I] was not told that I was impossible to schedule

The long lines, however, are a small price to pay in exchange for a complete schedule.

The "Arena" consisted of three long tables placed in a C formation, with each counselor and administrative head present. I had never seen Mr. Pavasaris and Mr. Papadonis in the same room, let alone next to each other. Before, I would have had to spend hours hunting one down before the other left campus. Same with Mr. Tzimopolous and Mr. Weber. I was in awe.

I was immediately served and, for the first time ever, was not told that I was impossible to schedule. I even got the teacher I had requested earlier on the first try. I then just moved to my right and got Mr. Weber to approve of my switch. I was done. No endless trekking across campus to find administration or teachers. No incomplete schedules for the first few days of school. Everything was finished.

When I did receive that white envelope in the mail this summer, it truly was innocuous. It was my schedule, complete with teachers and blocks, and a benign greeting: "See you in September."

- Eun Young Choi

As hot as heck? The truth about hell week

By Becky Ticotsky

Athletes fainting, vomiting, not being able to walk for a week. This is what people are told Hell Week does to its participants. But the agony of the first practices for fall sports athletes appears to be exaggerated.

This year, teams began to work out on August 25 which began the five days traditionally, and undeservedly, called Hell Week. The weather is still hot and muscles ache after four or more hours of drills and running, but many athletes are pleasantly surprised that Hell Week does not live up to its billing.

"It's basically just the beginning of the season - just practice," said senior field hockey co-captain Kara McManus. "It's not as bad as people think it is... It's not easy, but it's not something that makes you cry and not want to go back."

The first week of soccer, like that of volleyball, football, and field hockey, puts athletes through a long practice session in the morning, followed by another practice of the same length in the afternoon. This routine can be a bit of a shock for an incoming freshman. Freshmen are not required to participate in Hell Week, but many choose to.

"It's hellish for incoming freshmen because they've never had anything like this," said senior soccer player Sarah Dailey. "I'd say it's not really *Hell* Week anymore unless you haven't been training during the summer."

At the informational meetings for fall sports which take place at the end of school, most coaches distribute instructions on how to prepare during the summer. In addition, football players, who are commonly believed to endure the most grueling Hell Week, are strongly recommended to attend a conditioning camp held at LHS in the middle of August.

After attending the tough camp, football players are better prepared for Hell Week, which is exhausting but fun. "When you're running all the routes play after play, it starts to get a little tiring," said junior football player Tom Bellini. "It's hard work, but I love playing football." Practice becomes even more demanding during the second week of practice when pads are distributed and the hitting begins.

Senior Melanie Figueiredo, a volleyball captain, admits to being very sore after four hours of practice, but sees the value of double practice sessions: "If we went into the season without them, we'd just be slobs," she said. "They're vital."

Cross-country, girls' swimming, and golf also have practices during the last week of summer, but without the intense double sessions. Swimming and cross-country, which require athletes to be in aerobic shape, gradually build up to tougher workouts. "You don't want to kill yourself the first week," said junior swimmer Emily Traverse.

Despite its intimidating name, athletes actually enjoy Hell Week. "I like meeting with the team again," said senior cross-country runner Kate Waller. "It's a really friendly group of people."

"I'm looking forward to it," McManus said in early August. "It should be fun."

COURTESY OF BURLINGTON STUDIOS

SWEET SUCCESS - Senior Field Hockey Co-captain Kara McManus can still taste Hell Week in her mouth guard.

SARAH APPLEBY PHOTO

GOLDEN - Senior Carolyn Shank (2nd from left) celebrates her win at the Bay State Games with (l - r) French exchange student Isabelle Lopez, Louisa Liberman, and Caroline Loomis.

Girls' Outdoor Track glistens at Bay State Games

By Carolyn Shank

Take four talented athletes and stick them in four events. Add pain, sweat, and a dab of Minutemaid pride. That yields four medals and a bright, shiny future for the Lexington girls' outdoor track team. Pretty easy, right?

At the 1997 Bay State Summer Games, outdoor track Minutemaids made success look pretty easy. Hillary Donnellan, Grace Licorish, Ebony Jack, and Carolyn Shank competed at the trials at MIT in June, and all won a spot in the official Bay State Games meet on July 18th and 19th where the medal hunt would begin.

Hillary Donnellan, a graduated senior of LHS, capped off an illustrious career as a Minutemaid with a first-place finish in the triple jump. Donnellan competed in the Women's Open division, as opposed to the other Lexington athletes who competed in the Girls Scholastic division. Donnellan competed in the Open division because she is technically no longer in high school. The Open division tends to be more competitive because both college and adult athletes compete in it, making Donnellan's victory as a first-time member of the division very impressive. Donnellan squeaked out the gold when she jumped an inch farther than the previous first place holder on her last jump attempt of the meet. She has had an amazing career as a member of the Lexington girls' track team, and will continue at Georgetown University this fall, where she has received a scholarship for track and field.

[Grace Licorish's] ability to excel even when in pain bodes nothing but good things for this senior's final year.

Senior Grace Licorish, as usual, performed excellently in the Games. The runner-up in the long jump at the All-New England meet, she leaped 17 feet, 7 inches in the Bay State Games long jump to capture the silver medal. Her second medal of the day came in her usual running event, the 100 meters. She raced against tough competition, including Uzo Aduba of Medfield, the outdoor track 100-meter state champion. Aduba once again came out on top with a blazing time of 12.2 seconds, while Licorish finished third in this extremely competitive field with a time of 13.0 seconds. Licorish has been known to run much faster times, but she was experiencing knee pain on the day of the meet. Her ability to excel even when in pain, bodes nothing but good things for this senior's final year as a member of the Lexington team.

Ebony Jack also competed in the 100 meters, but was unable to advance to the finals. She made it to the semi-finals, which is a noteworthy accomplishment for this junior. She has shown great promise during the past season, and will undoubtedly improve immensely in the coming year. Jack will be giving up basketball for a spot on the indoor track team, most probably joining Licorish in the 55-meter dash.

The last competitor from the Lexington team brought home a gold. Senior Carolyn Shank won the 100-meter hurdles with ease, in a time of 16.9 seconds. Shank has been a consistent scorer for the past three years, and will make an impact in the upcoming year. With Licorish, Jack, and Shank returning to a team of talented athletes, the outdoor girls' track team will make success look more than easy.

Bay State Games offer fun and refreshment

By Alex Sherman

For most Lexington High School students, summer is a time for vacation. Many students go to far away places, camps, or just hang out in town. However, for a group of about 25 high schoolers from all grade levels, the summer signals the time for the Bay State Games.

The Bay State Games are kind of like a mini, local Olympics. There are over one hundred different events, ranging from archery to judo to basketball to synchronized swimming at eight different sites: Harvard, MIT, Boston College, Boston University, Devens Field Combine, Wentworth Institute of Technology, the Reggie Lewis Track and Athletic Center, and Umass-Boston. Although the Bay State Games are not televised or advertised much, fans do come out to support their town at this annual event. Plus, admission is free.

The towns of Massachusetts are divided into six different teams: Metro, Southeast, Central, Coastal, West, and Northeast. Since Lexington is in Northeast Mass., they are in the (drum roll please)... Northeast division, along with numerous other Middlesex League division teams.

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The teams compete against each other in a round robin fashion, until each team has played against each other. Then, playoffs start where the best two teams in the round robin get a bye, the third best plays the worst and 4 plays 5. The eventual winner of the playoffs (single elimination) gets the gold, second place the silver, and third the bronze. In individual events, it's every man or woman for him or herself.

In order to compete in the Bay State Games, each athlete must qualify in the trials, held in late June. There are four divisions which award metals. They are the junior, scholastic, open, and master. Lexington had representatives in all four categories, having participants ranging from age 8 to age 58.

In total, Lexington posted eight winners at this year's Games. Representing LHS, Hillary Donnellan and Carolyn Shank won golds (see track article at left) as well as Scott Cokely, who took first place in the 103 pound wrestling division. In girls' soccer, Andrea Pawliczek helped lead the Northeast toward a gold metal. The boys' lacrosse team, including Lexington's Jay Kasparian, David Santo, Matt Turcotte, Erik Wang and Colby Griffith, who attends BB&N, took home bronze metals, while Grace Licorish won a silver and a bronze in the long jump and 100 meter dash.

The competition lasts for two days, Saturday and Sunday. At each venue, athletes, parents, siblings, and sports fans gather to have a good time. The games are generally just for fun, but teams are competitive and do try hard to win.

The Bay State Games may not bring the best athletes in the world together, but the event does bring people of all ages from Massachusetts to come and perform in front of a cheering audience. In addition, for high school athletes, the Games are an early preparation for tournaments and competitions to come. Even though the weather is hot and the audience larger, the Bay State Games are a great opportunity for high school athletes to prepare for the season without the pressure. Plus, all the participants get free food.